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ABSTRACT

This document profiles 31 federal programs from which funding for adult literacy may be available. The document's three sections present descriptions of the following types of sources of funding and programs: (1) single pieces of legislation that contribute the major federal share of federal support for adult education in the United States; (2) federal programs in which basic skills or English-as-a-second language instruction for out-of-school youth and adults is an authorized activity; and (3) relatively small research and demonstration projects. Each program description lists the program's enabling legislation, states the program's purpose, lists its funding, explains local program access, and provides the name and address of a federal contact. The following are among the programs profiled: community technology centers; Even Start; Pell Grants; Life Skills for State and Local Prisoners Program; Star Schools Program; Reading First; Early Reading First; 21st Century Community Learning Centers; vocational/technical education; federal work-study programs; vocational rehabilitation; the Individuals with Disabilities Education Act; Head Start; Temporary Assistance to Needy Families; refugee and entrant assistance; library services and technology; welfare-to-work formula grants; statewide workforce investment activities for youths, adults, and dislocated workers; the National Institute for Literacy; and programs providing education to Native American Indians, Native Hawaiians, and Alaskan Natives. (MN)

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FEDERAL ROLE IN ADULT LITERACY: FY 2002

Prepared by Garrett Murphy with Bess Heitner

This is a compilation of federal programs from which funding for adult literacy may be available. The compilation is divided into three sections. The first is a single piece of legislation that contributes the major share of federal support for adult education in this country. The second is comprised of federal programs of varying size—some operated out of the Department of Education and others operated out of other federal departments or agencies—in which basic skills or English-as-a-second-language instruction for out-of-school youth and adults is an authorized activity, but funding is either limited to serving a particular subset of that population or is available for any number of activities of which basic skills or English language instruction is just one option. Some of the latter programs may have very large appropriations, but funding for adult education activities may comprise a very small portion of those appropriations. The third section contains relatively small research or demonstration programs. All funding quotes are for FY 2002 (the period ending 9/30/02) unless otherwise noted. FY2003 funding levels will not be known until Congress passes its appropriations bills in late summer or fall of 2002.

SECTION I – THE MAJOR SOURCE OF FEDERAL FUNDING

U.S. DEPARTMENT OF EDUCATION

Adult Education and Family Literacy: State Grants

Enabling Legislation: Workforce Investment Act, Title II; short title: The Adult Education and Family Literacy Act. Purpose: Create a partnership among the federal government, the states, and localities to provide, on a voluntary basis, adult education and literacy service to assist adults to become literate, obtain the knowledge and skills necessary for employment and self-sufficiency, assist adults who are parents to become full partners in the education of their children, and assist adults in the completion of secondary education. Funding: $575 million of which $70 million must be expended on programs of English language and civics. Distributed by formula to an "eligible agency for adult education and literacy" in each state and Outlying Area. (The ESL/Civics funding is distributed to states using a separate formula that takes immigration patterns into account.) Local Program Access: Public and private nonprofit agencies are eligible to apply to the "eligible agency for adult education and literacy" for sub-grants. Federal contact: Caroll Towey, Office of Vocational and Adult Education, (202) 205-5451, Caroll.Towey@ed.gov. *Notes: (a) States must have a process by which all nonprofit agencies,*

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public or private, may compete for funds. (b) Eligible state agencies for adult education and literacy may retain up to 5% for administration and 12.5% for state leadership activities. (c) Although $70 million is reserved for English language/civics activity, states may additionally spend whatever portion they feel is appropriate on English-as-a-second-language instruction.

SECTION II – OTHER FEDERAL FUNDING SOURCES FOR ADULT EDUCATION AND FAMILY LITERACY

U.S. DEPARTMENT OF EDUCATION

Community Technology Centers

Enabling Legislation: Elementary and Secondary Education Act, Title III, Part A. Purpose: Promote development of model programs that demonstrate the educational effectiveness of technology in economically distressed urban and rural communities, and provide access to technology for children and adults. Funding: $32,500,000—average award is $250,000. (The $32,500,000 funding level is a 50 % reduction from the preceding year.) Grants are awarded competitively by the U.S. Department of Education. Local Program Access: IHEs, LEAs, nonprofit and for-profit organizations, and consortia of eligible entities may apply. Federal Contact: Charles Talbert, Office of Vocational and Adult Education, (202) 205-9873, Charles.Talbert@ed.gov. (*Notes: More information about the RFP process is available on the OVAE website, which can be accessed by searching "OVAE".)*

Even Start

Enabling Legislation: Elementary and Secondary Education Act, Title I, Part B. Purpose: Support family literacy projects that integrate early childhood education, adult literacy or basic education, and parenting education for families with parents who are eligible for services under the Adult Education and Family Literacy Act, or who are within the compulsory school attendance age range, and their children from birth to age 7. Funding: $250 million. Formula funding to state education agencies, which may award sub-grants to partnerships between one or more LEAs and one or more public or private nonprofit organizations. Local Program Access: Agencies or partnerships should contact the state education agency for information about funding opportunities. Federal Contact: Patricia McKee, Office of Elementary and Secondary Education, (202) 260-0991, Patricia.McKee@ed.gov. (*Notes: This Act incorporated all the amendments to Even Start contained in the preceding LIFT (Literacy Involving Families Together) Act that substantially raised the authorization level for Even Start, required State plans that encouraged LEAs to use part of their ESEA, Title I, Part A funds for family literacy, reserved an increased portion for migrant programs, Outlying Areas, and Indian tribes, provided the National Institute for Literacy with funds for family literacy research, required that funds be set aside for professional development, allowed certain children who are 8 years of age or older to participate, and eliminated the 8-year limitation for any sub-grantee to receive funds. The Act also added a maintenance-of-effort provision.*)

Pell Grants

Enabling Legislation: Higher Education Act of 1965 Title IV, Part A, Subpart 1, as amended. Purpose: Provide need-based grants to low-income undergraduate and certain post baccalaureate students to promote access to postsecondary education. Funding: $10.7 billion given out to individual students (includes $10.3 billion appropriated plus additional monies that have come in since); average award is around $2400. Local Program Access: Individual students apply via accredited schools in which they are enrolled. Federal Contact: Federal Student Aid Information Center, 1-800-433-3243. Information is also available at *www.fafsa.ed.gov*. *(Notes: Although the majority of Pell funds are spent on students in degree–granting programs, many proprietary schools and some nonprofit colleges, vocational centers, and community based organizations have non-degree programs accredited as" proprietary" or "postsecondary vocational." Such programs lead to a certificate rather than a degree and often have an integrated basic skills, high school equivalency, or English-as-a-second-language component. Students in such programs are eligible for Pell grants if they can demonstrate financial need and attend, full time or part time, a program that is operated for at least 600 clock hours. Some such accredited institutions also operate freestanding English-as-a–second-language programs for up to one year for which eligible students can receive Pell aid. Such programs can admit students who need instruction in English to be able to use the knowledge, training, or skills that they already have. The framers of the Workforce Investment Act recognized the potential of Pell grant funding when they required all participants in training programs (including those taking a combined basic skills-occupational training program) to ascertain whether or not they were eligible for Pell grants and, where they were, to use Workforce Investment Act Title I funds only as a supplement to Pell funding.)*

Grants to States for Workforce and Community Transition Training for Incarcerated Youth

Enabling Legislation: Tile VIII, Section D of the Higher Education Act. Purpose: Assist and encourage incarcerated youth to acquire functional literacy, life, and job skills through the pursuit of a postsecondary education that starts during incarceration and continues through prerelease and while on parole. Funding: $22 million distributed by formula to state corrections agencies. Local Program Access: Via state corrections agencies. Federal Contact: Carlette Huntley, Office of Correctional Education, Office of Vocational and Adult Education, (202) 260-7274, Carlette.Huntley@gov.ed.

Life Skills for State and Local Prisoners Program (Literacy Program for Prisoners)

Enabling Legislation: Title VIII, Section D of the Higher Education Act. Purpose: Reduce recidivism through the development and improvement of life skills necessary for reintegration of adult prisoners into society. Funding: $5 million distributed by competition. Local Program Access: Apply when competition is announced. Federal Contact: Carlette Huntley, Office of Correctional Education, Office of Vocational and Adult Education, (202) 260-7274, Carlette.Huntley@gov.ed.

Migrant Education: High School Equivalency Program

Enabling Legislation: Higher Education Act of 1965, Title IV, Part A, Subpart 5, as amended. Purpose: Help migratory and seasonal farm workers (or children of such workers) who are 16 years of age or older and not currently enrolled in school to obtain the equivalent of a high school diploma and subsequently to gain employment or begin postsecondary education or training. Funding: $23 million administered competitively by the Office of Elementary and Secondary Education (OESE). Local Program Access: Competitive 5-year grants are made to institutions of higher education or other nonprofit private agencies that cooperate with such institutions. Federal Contact: Mary Suazo, Office of Elementary and Secondary Education, (202) 260-1396, Mary.Suazo@ed.gov.

Prevention and Intervention Programs for Children and Youth (Neglected and Delinquent)

Enabling Legislation: Elementary and Secondary Education Act, Title I, Part D, as amended. Purpose: Provide supplementary education services to help provide education continuity for children and youth in state-run institutions for juveniles, in adult correctional institutions, and in community day programs for neglected and delinquent children so that these youth can receive a secondary diploma via successful return to secondary school or to earn a recognized equivalent to a diploma and transition to employment once released from state institutions. Funding: $48 million via formula grants to state education agencies who then make sub-grants to designated state agencies and local educational agencies. Local Program Access: Local provider agencies providing services in institutional settings should work with local educational agencies in which the institutions are located to secure this funding. Federal Contact: Gary Rutkin, Office of Elementary and Secondary Education, (202) 260-4412, Gary.Rutkin@ed.gov. (*Notes: Most children in correctional institutions are within the eligible age range for adult education. Most will not return to secondary school, opting instead to prepare for a high school equivalency diploma.)*

Star Schools Program

Enabling Legislation: Elementary and Secondary Education Act, Title V, Part D, Subpart 7 as amended. Purpose: Telecommunications partnerships to encourage improved instruction in mathematics, science and foreign languages and challenging and advanced courses as well as other subjects such as literacy skills and vocational education, including the disadvantaged, illiterate, limited-English-proficient, and individuals with disabilities. Funding: $27.5 million in national competitive grants. Local Program Access: As a member of a "telecommunication partnership". Federal Contact: Joseph A. Wilkes, Office of Educational Research and Improvement, (202) 219-2097, Joe.Wilkes@ed.gov. (*Notes: Current grantees are allowed to expand their scope to serve "new populations of underserved individuals, such as children or adults who are disadvantaged, have limited English proficiency, are individuals with disabilities, are illiterate, or lack a secondary diploma or the recognized equivalent." The Secretary is also authorized to give grants to "Telecommunications Programs for Continuing*

Education" to enable partnerships to support and assist in the acquisition of a secondary school diploma or its recognized equivalent. The Department of Education did not recommend that this program be continued, but the Senate has retained it.)

Reading Excellence Program —*Replaced in FY 2002 by Reading First and Early Reading First Programs (see below), but states may still be awarding monies received in FY 2000 and 2001 to local partnerships.*

Enabling Legislation: Part C of Title II of the Elementary and Secondary Education Act. Purpose: To teach children to read as soon as possible but not later than third grade. To improve instructional practices of reading teachers through use of findings from research, and to provide family literacy services through partnerships with community-based organizations, early childhood organizations, adult education programs, family literacy organizations, public libraries, colleges and universities, et al. Funding: $241 million distributed competitively to state educational agencies that form a reading and literacy partnership that includes the governor, the SEA, key legislators, a community-based organization and directors of federal programs in the state that have a strong reading component, parents, teachers and a family literacy program. Local Program Access: SEAs that receive funding make two-year sub-grants on a competitive basis to LEAs that can meet need and partnership criteria. Contact: http://www.ed.gov/offices/OESE/REA/ . *(Notes: Not all states receive grants. Family literacy programs supported by this legislation must contain the four essential elements: 1) Age appropriate education for the children; 2) Parent literacy training; 3) Interactive literacy activities between parents and children; and 4) Training for parents to be the primary teacher for their children.)*

Reading First

Enabling Legislation: Elementary and Secondary Education Act (as amended by the "No Child Left Behind" amendments of 2002) Title I, Part B, Subpart 1. Purpose: Provide assistance to state education agencies and local education agencies in starting reading programs for grades K to 3 that are based on scientifically-based reading research. Provide assistance to SEAs and LEAs in preparing teachers. Provide assistance to SEAs and LEAs to select and administer diagnostic and instructional reading assessments. Provide assistance in selecting and developing effective instructional materials. Strengthen coordination among schools, early literacy programs, and family literacy programs toimprove reading achievement for all children. Funding: $705 million with an additional 195 million assured for 2003. Local Program Access: Entities eligible to apply to the SEA for funding are (1) LEAs of demonstrated need; (2) one or more private organizations or agencies that serve preschool age children (such as a program at a Head Start center, a child care program, or a family literacy program) which organizations or agencies shall be located in a community served by an eligible LEA; or (3) a collaborative effort mounted jointly by an eligible LEA and such organizations or agencies. Applicants must spell out "how the proposed project will integrate such instructional materials and literacy activities with existing preschool programs and family literacy services." The Act provides two echelons of authorized activities. Family literacy programs are listed in the second echelon entitled "Additional Uses." Federal Contact: Chris Doherty, Office of Elementary and Secondary Education,

(202) 401-2176, Chris.Doherty@ed.gov. (*Notes: (1) Does not provide for family literacy specifically; funding more likely from states that already have a strong commitment to family literacy. (2) Information dissemination for Reading First and Early Reading First is made the responsibility of the National Institute for Literacy and is supported by a $5 million reservation.)*

Early Reading First

Enabling Legislation: Elementary and Secondary Education Act, as amended, Title I, Part B, Subpart 2. Purpose: To support local efforts to enhance the early language, literacy, and pre-reading development of preschool age children. To provide these children with cognitive learning opportunities in high quality language and literature environments. To demonstrate language and literacy activities based on sound scientifically-based reading research *that supports a phonics-based approach* (emphasis added). To use screening assessments effectively to identify at-risk children. To integrate such scientific reading research-based materials and activities into existing programs of preschools, childcare agencies, and family literacy services. Funding: $75 million. Local Program Access: Eligible applicant entities are identical to those in Reading First. Authorized activities are to implement the purposes cited above. Federal Contact: Patricia McKee, Office of Elementary and Secondary Education, (202) 260-0991, Patricia.McKee@ed.gov. (*Notes: (1) Does not provide for family literacy specifically; funding more likely from states that already have a strong commitment to family literacy. (2) Information dissemination for Reading First and Early Reading First is made the responsibility of the National Institute for Literacy and is supported by a $5 million reservation.)*

21st Century Community Learning Centers

Enabling Legislation: Elementary Education and Secondary Education Act of 1965, as amended, Title IV, Part B. Purpose: Grants may support after school and summer academic enrichment and other complementary services for school-aged children (particularly those in low-performing schools), and offer "families of students served by community learning centers opportunities for literacy and related educational development." Funding: $1 billion administered at the federal level to SEAs in proportion to their relative share of Title I, Part A, Subpart 2 funds. Local Program Access: Local educational agencies, community based organizations, other public or private agencies, or consortia thereof may apply to the State Education Agency. Contacts: For state program specifics, www.ed.gov/21stcclc. For general info: Carole Mitchell, Office of Elementary and Secondary Education, (202) 260-0982. (*Notes: In an evaluation of these Centers the typical overall number of students served by a school district's grant is 696, and an average of 248 adults is served by each grantee as well. Formerly these centers could serve any adult residing in their service area. A change in the law now limits adult participation to members of families of enrolled children. The Federal Budget summary says "parents" of enrolled children, but the law says family members.)*

Vocational/Technical Education

Enabling Legislation: Carl D. Perkins Vocational and Technical Education Act of 1998, Public Law 103-332. Purpose: To develop more fully the academic, vocational and technical skills of secondary students and postsecondary students who elect to enroll in vocational and technical education. Funding: $1.108 billion for the Basic State Grant Program administered by State Education agencies; $108 million for Tech Prep grants also administered by SEAs. Local Program Access: Eligibility for funds limited to state and local educational agencies including institutions of higher education and public charter schools providing vocational and technical education and consortia of secondary and postsecondary agencies. Federal Contact: Ronald Castaldi, Office of Vocational and Adult Education, (202) 205-9444, Ronald.Castaldi@ed.gov. (*Notes: The program also assists with the preparation for nontraditional training and employment as well as providing support for partnerships among local education agencies, institutions of higher education, adult education providers, and as appropriate other entities. Funding may be used for both degree creditable and certificated postsecondary programs while promoting the integration of academic, vocational and technical instruction.)*

Federal Work-Study Programs

Enabling Legislation: Higher Education Act of 1965, as amended, Title IV, Part C. Purpose: Assist low-income students to meet the costs of attending higher education. Funding: $1.011 billion. Local Program Access: Funds are not available to pay for adult education programs, but one authorized activity of work-study students is to perform services (such as tutoring) to enrollees in family literacy programs. Local programs should contact local institutions of higher education to arrange for students to work in such programs. Federal Contact: Federal Student Aid Information Center, (800) 433-3243. (*Notes: Normally institutions of higher education are required to contribute 25% of the funding to pay students for their work-study hours. This requirement may be waived for students tutoring elementary or secondary students or providing services to family literacy programs.)*

Vocational Rehabilitation

Enabling Legislation: The Rehabilitation Act of 1973 as amended by the Workforce Investment Act of 1998. Purpose: Empower individuals with disabilities to maximize employment, economic self-sufficiency, independence and inclusion and integration into society through (a) state workforce investment systems, (b) independent living centers and services, (c) research, (d) training, (e) demonstration projects and, (f) the guarantee of equal opportunity. To ensure that, the federal government plays a meaningful role. Funding: $2.954 billion. Funds are distributed to states and territories based on a formula that takes into account population and per capita income to cover the cost of direct services and program administration. Local Program Access: Grant funds are administer ed locally by vocational rehabilitation agencies designated by each state. Funds are distributed to states and territories based on a formula that takes into account population and per capita income to cover the

cost of direct services and program administration. Local adult education programs must identify their state's designated vocational rehabilitation agencies. Federal Contact: Beverlee Stafford, Office of Special Education and Rehabilitation Services, Office of Special Education Programs, (202) 205-8831, Beverlee.Stafford@ed.gov. *(Notes: Vocational rehabilitation clients may need adult basic, secondary, or English language instruction to maximize employment opportunities.)*

Individuals with Disabilities Education Act

Enabling Legislation: The Individuals with Disabilities Education Act Amendments of 1997 Public Law 105-17. (IDEA) Purpose: (a) to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living; (b) to ensure that the rights of children with disabilities and their parents are protected; (c) to assist states, localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities; and (d) to assess and ensure the effectiveness of efforts to educate children with disabilities. Funding: $5.072 billion Local Program Access: Contact local school district or state education agency. Federal Contact: Ruth Ryder, Office of Special Education and Rehabilitation Services, Office of Special Education Programs, (202) 205-5547, Ruth.Ryder@ed.gov. *(Notes: It seems unlikely that adult education programs will have the willingness or ability to adopt the instructional configurations required for funding of direct services. However, at least one state has made an arrangement whereby adult education receives IDEA funding for training of adult education staff in techniques of dealing with individuals with disabilities who are enrolled in adult education programs. Another state has an arrangement whereby staff paid from IDEA funds provide services to individuals up through age 21 who are enrolled in adult education classes but who had been eligible for IDEA-funded services when still in secondary school and who did not receive a high school diploma.)*

U.S. DEPARTMENT OF AGRICULTURE

Food Stamp Employment Program

Enabling Legislation: Food Stamp Act of 1997 as amended by the Balanced Budget Act of 1997. Purpose: Provide training and work activity to primarily able-bodied adults without dependents to help them become self-sufficient. Funding: $212 million for 100% reimbursed projects to state agencies administering Temporary Assistance to Needy Families (TANF). (States may get additional funds by matching them 50/50.) The state agency then sub-allocates funds to local social service districts. Local Program Access: Local provider agencies should contact their state agencies and local social services districts. Federal Contact: Michael Atwell, Food and Nutrition Service, (701) 305-2449, Michael.Atwell@fsn.usda.gov. *(Notes: 80% must be spent on able-bodied adults without dependents. All enrollees must be enrolled in activities approved in the state's employment and training plan approved by the Secretary of Agriculture.)*

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES

Head Start

Enabling Legislation: Communities, Accountability, and Training and Educational Services Act of 1988, title I, Sections 101-119. Purpose: To provide health, educational and social services to disadvantaged pre-school children and their families. Funding: $6.538 billion is provided to public and private nonprofit Head Start Agencies. Local Program Access: Local provider agencies should contact local Head Start agencies. Federal Contact: Craig Turner, Administration for Children and Families, (202) 205-8236, cturner@acf.hhs.gov. *(Notes: The Head Start Bureau is initiating efforts to support all programs in implementing comprehensive family literacy services. Head Start agencies may offer family literacy services and parenting skills training to parents of participating children, directly or though referral to local entities, such as entities carrying out Even Start programs.)*

Temporary Assistance to Needy Families (TANF)

Enabling Legislation: Personal Responsibility and Work Opportunity Reconciliation Act of 1996. Purpose: Eliminate open-ended entitlement for welfare; create a block grant for states to provide time-limited cash assistance to needy families so that children can be cared for in their own homes; to reduce dependency by promoting job preparation, work, and marriage; to prevent out-of-wedlock pregnancies; and to encourage the formation and maintenance of two-parent families. Funding: $16.556 billion in block grants to the states. States have broad flexibility to determine eligibility, method of assistance, and benefit levels. States must maintain non-federal effort at an 80%. States may use some funds for state-level or special purpose programs. The balance goes out by formula to local social services agencies. Local Program Access: Local provider agencies apply for special purpose funds to the state agency administering TANF. They should apply to local social services districts for local formula dollars. Federal Contact: April Kaplan, Office of Family Assistance, Administration for Children and Families, (202) 401-5138, akaplan@acf.hhs.gov. *(Notes: Basic skills education is limited to the last 10 hours weekly of a client's 30 hour work activity requirement unless the State defines other work activities as including a basic skills instruction component. Some States define "vocational educational training" and "community service" to include basic skills instruction. Programs funded wholly from maintenance of effort funds are allowed more flexibility. TANF regulations issued in August 1999 exempt basic skills instruction from the 60 month limit on TANF assistance and allow service to poor adults and former recipients who may earn as much as 200% of the Federal poverty level.)* ***This legislation is scheduled to be reauthorized in 2002. If the re-authorization occurs on schedule, there may be an entire new set of requirements and activities beginning October 1, 2002.***

Refugee and Entrant Assistance

Enabling Legislation: Refugee Act of 1980, Section 412: Purpose: Subsidize states for assistance to refugees, asylums, Cuban and Haitian entrants. One form of assistance is "training", which can include

English language training. State social services agencies may purchase training from provider agencies. FY 2002 Funding: $480 million. The bulk of the federal funding goes to states that in turn select and fund agencies to provide services. The rest goes to private nonprofit organizations that have a Reception and Placement Grant with the Department of State or Department of Justice and are to provide the prescribed services to eligible recipient refugees. There is no set-aside for English language instruction. States and eligible provider agencies receive an amount per refugee (approximately $2000) from which they must support cash assistance and social services as well as instruction. Local Program Access: Adult education programs must contact their state social services agency to ascertain their funding processes and schedules and to identify agencies receiving state and federal grants. Federal Contact: Nguyen T. Kimchi, Office of Refugee Resettlement, Administration for Children and Families, (202) 401-4556, nkimchi@acf.hhs.gov.

INSTITUTE OF MUSEUM AND LIBRARY SERVICES

Library Services and Technology

Enabling Legislation: Library Services and Technology Act of 1996, Title II. Purpose: To consolidate federal library services programs; to stimulate excellence and promote access to learning and information resources in all types of libraries for individuals of all ages; to promote library services that provide all users access to information through state, regional, and international electronic networks; to provide linkages among and between libraries; and to promote targeted library services to people of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to people with limited functional literacy or information skills. Funding: $197 million distributed by formula to state library administrative agencies that may be spent directly or through sub-grants. Local Program Access: Local libraries apply to the state library administrative agency. Federal Contact: Jane Heiser, Office of Library Services, Institute of Museum and Library Services, (202) 606-5252, jheiser@imls.gov. (*Notes: one use of the funds is "targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities...."*)

CORPORATION FOR NATIONAL SERVICE

VISTA

Enabling Legislation: Domestic Volunteer Service Act of 1973, as amended, title I, Part A. Purpose: To supplement efforts of private, nonprofit organizations and Federal, state, and local government agencies to eliminate poverty and poverty-related problems by enabling persons from all walks of life and all age groups to perform meaningful and constructive service as volunteers. Funding: $85 million. Local Program Access: Application and inquiry forms to be assigned volunteers are available through the Corporation for National Service State Office. Federal Contact: Director of VISTA, Corporation for National Service, (202) 606-5000, vista@americorps.org. (*Notes: Examples of uses of volunteers include providing low-income adults with tutoring services to improve their literacy skills and to improve their employment potential through computer literacy activities.)*

U.S. DEPARTMENT OF LABOR

Welfare–to-Work Formula Grants, Governors' Set-Asides, and Competitive Grants

Enabling Legislation: Balanced Budget Act of 1997. Purpose: Provide transitional employment assistance to hardest-to-employ TANF recipients and non-custodial parents of low-income children. Funding: Approximately $1 billion (FY 1999) for formula grants to state labor agencies and three rounds of national competitive grants averaging about $275 million each. Funds are good for five years, and many states have funds remaining from previous years. Governors may retain up to 15% of the state formula allocation for discretionary activities. The remaining 85% must be sub-allocated to local Workforce Investment Areas. Local Program Access: For competitive grants contact U.S. Department of Labor. For Governor's discretionary grants, contact the state labor agency. For funds distributed to localities, contact the director of the local Workforce Investment Area employment and training program. Federal Contact: Dennis Lieberman, Employment and Training Administration, (202) 693-3375, dlieberman@dol.eta.gov. *(Notes: Of a number of potential uses of the funds are pre-placement vocational education for a period of 12 months (some states may define vocational education as having a basic skills or ESL component), and basic skills or ESL delivered as a post-employment service. Although there has been no appropriation for this program since the first two years, there are still significant unspent amounts of funding in state labor agencies and local workforce investment areas.)*

Statewide Workforce Investment Activities for Youth, Adults and Dislocated Workers

Enabling Legislation: Workforce Investment Act of 1998, Title I. Purpose: Provide workforce investment activities through statewide systems that increase skill attainment by participants and, as a result, improve the quality of the workforce, reduce welfare dependency, and enhance the productivity and competitiveness of the nation. Funding: $950 million for adults. $489 million for dislocated workers along with approximately $1 billion advanced from a prior year. $1.128 billion for youth. These funds are distributed by formula to state labor agencies. Of the formula distribution of monies for youth, adults, and dislocated workers, the governor may retain as much as 15% to be used in behalf of any or all of the populations for which the funds were authorized. Local Program Access: Local provider agencies must contact the state labor agency to apply for funding. Federal Contact: Shirley Smith, Employment and Training Administration, (202) 693-3500, ssmith@dol.eta.gov. *(Notes: Basic skills instruction is allowable as a service to youth. Youth is defined as ages 14-21 and some differences in treatment are prescribed for younger youth (14-17) and older youth (18-21). Basic skills instruction is authorized in Title I only if delivered as part of "intensive services" as short-term prevocational instruction or in combination with another authorized training activity. When Title I funds are used to support basic skills instruction, providers are subject to the employment-oriented performance measures of Title I rather than the more education-oriented measures of WIA Title II, the Adult Education and Family Literacy Act.)*

Workforce Investment Act Activities for Adults and Dislocated Workers: Administered Via Local Workforce Investment Areas

Enabling Legislation: Workforce Investment Act of 1998, Title I. Purpose: Provide workforce investment activities through statewide systems that increase skill attainment by participants and, as a result, improve the quality of the workforce, reduce welfare dependency, and enhance the productivity and competitiveness of the nation. Funding: Approximately $2.5 billion distributed by formulas to state labor agencies. At least 85% of formula funding to a state is further distributed to local Workforce Investment Areas to be used to operate One-Stop systems. Local Program Access: Local provider agencies should contact the director of the local Workforce Investment Area. Contact: http://nawb.org. (*Notes: One-Stop systems are required to deliver three categories of service – core services, intensive services, and training. One component of core services is basic skills assessment. Components of intensive services are diagnostic testing and comprehensive assessments and short-term prevocational skills. Training in basic skills is authorized as an activity if it is conducted in combination with occupational skills training, skill upgrading and retraining, skill upgrading and retraining, entrepreneurial training, or job readiness training. The legislation gives no guidance with respect to proportions in any combination. One-Stop systems will expect local providers to use their Title II funds first to support basic skills instruction before devoting Title I funds to such activity. When Title I funds are used to support basic skills instruction, providers are subject to the employment-oriented performance measures of Title I rather than the more education-oriented measures of WIA Title II, the Adult Education and Family Literacy Act.)*

Workforce Investment Activities for Youth

Enabling Legislation: Workforce Investment Act of 1998, Title I. Purpose: Provide workforce investment activities through statewide systems that increase skill attainment by participants and, as a result, improve the quality of the workforce, reduce welfare dependency, and enhance the productivity and competitiveness of the nation. Funding: $1.128 billion distributed to state labor agencies by formula. At least 85% of formula funding to each state must be sub-allocated to local Workforce Investment Areas to carry out youth activities. Local Workforce Investment Areas may, but are not required to, involve youth in the One-Stop system. Local Program Access: Local provider agencies should contact the director of the local Workforce Investment Area program. Federal Contact: Lorenzo Harrison, Office of Youth Services, (202) 693-3030, lharrison@dol.eta.gov. (*Notes: Each Workforce Investment Area must have a "Youth Council" comprised of some members of the local Workforce Investment Board, and some from the community at large. Thirty percent of a local area's youth allotment must be spent on out-of-school youth. Among allowable activities for out-of-school youth are tutoring, study skills training, and instruction leading to completion to completion of secondary school.)*

Youth Opportunity Grants

Enabling Legislation: Workforce Investment Act of 1998, Title I. Purpose: Provide comprehensive service to youth in high poverty areas located in Empowerment Zones, Enterprise Communities, high poverty areas located on Indian Reservations, and other high poverty zones designated by the states. Funding: $225 million distributed by the Secretary of Labor. Local Program Access: Local Workforce Investment Boards that serve any of the above may apply for Youth Opportunity Grants. Local providers should contact the local director of the Workforce Investment Area program. Federal Contact: Lorenzo Harrison, Office of Youth Services, (202) 693-3030, lharrison@dol.eta.gov. (*Notes: The lower age for an adult in WIA, Title II (the Adult Education and Family Literacy Act) can be 16. The age range for youth in WIA, Title I, is 14-21. Because of this overlap activities for some youthful participants such as the pursuit of a high school diploma or the recognized equivalent may be funded out of either title. Consequently, adult education providers may become involved in Youth Opportunity Grants.)*

SECTION III – RESEARCH, DEMONSTRATION, & OTHER SPECIAL PROGRAMS

U.S. DEPARTMENT OF EDUCATION

National Institute for Literacy

Enabling Legislation: Workforce Investment Act of 1998, Title II (Adult Education and Family Literacy Act). Purpose: To provide a national focal point for literacy within and outside of the federal government. Services: Conduct basic and applied research in the development of national policies regarding literacy goals, objectives, and strategies: provide coordination assistance; assist in policy analysis and evaluation; provide program and technical assistance to state and local groups, including staff training; collect and disseminate information; and coordinate and disseminate information; and coordinate and track the literacy programs of federal agencies. Funding: $6.0 million. Access: There are no restrictions on who NIFL can serve or assist. Its grants and services cut across program type, and system and geographical boundaries. Federal Contact: Sandra Baxter, Interim Director, NIFL, (202) 233-2025, sbaxter@nifl.gov. (*Notes: The Reading First and Early Reading First programs of the Elementary and Secondary Education Act gives the Institute an additional responsibility – that of disseminating information on scientifically based reading research and reports on effective reading programs for both children and parents.)*

Adult Education: National Leadership Activities

Enabling Legislation: Workforce Investment Act of 1998, Title II (Adult Education and Family Literacy Act). Purpose: Support national evaluations of the impact of federal money allocated to states for adult education and literacy programs, support technical assistance to states, conduct professional

development, surveys, develop curricula, analyze data and support distance learning demonstrations. Funding: $9.5 million. Local Program Access: Respond to RFPs issued by the Secretary. Federal Contact: Dennis Berry, Office of Vocational and Adult Education, (202) 205-5454, Dennis.Berry@ed.gov. (*Notes: The Department of Education, through its Office of Vocational and Adult Education and its Office of Education Research and Improvement, may combine funding with the National Institute for Literacy and the National Institute for Child Health and Human Development and solicit applications for research and demonstration grants.)*

INDIAN, NATIVE HAWAIIAN, AND ALASKAN NATIVE EDUCATION

Enabling Legislation: Elementary and Secondary Education Act, Title VII is called "Indian, Native Hawaiian, and Alaskan Native Education.

- ESEA Part A, Sec.7101, *et seq.*, is **Indian Education**. Sec. 7136 deals with "Improvement of Educational Opportunities for Adult Indians." Purpose: to improve employment opportunities, provide basic literacy services and opportunities to earn a secondary diploma, or its recognized equivalent, support research and the conduct of surveys and encourage dissemination of information about effective practices. It authorizes the Secretary to make grants to SEAs, LEAs, and Indian tribes, institutions and organizations to support planning, pilot, and demonstration projects. Funding: This activity shares an authorization of $24 million with a number of similar projects for Indian children's education. Local Program Access: Federal Contact and Funding Information: Cathie Martin, Office of Indian Education, Office of Elementary and Secondary Education, (202) 260-3774, Cathie.Martin@ed.gov or Mary Brayboy, (202) 260-1648, Mary.Brayboy@ed.gov.

- ESEA Part B, Sec.7201, *et.seq.*, is **Native Hawaiian Education**. Purpose: Provide direction and guidance to appropriate federal, State and local agencies to focus resources on Native Hawaiian education. Supplement and expand existing programs in the area of education for Native Hawaiians. Encourage the maximum participation of Native Hawaiians in planning and management of Native Hawaiian education programs. Funding: Native Hawaiian education has an appropriation of $30,500,000 for FY 2002. Local Program Access: The Secretary is authorized to make grants to Native Hawaiian education organizations, Native Hawaiian community based organizations, experienced public and private nonprofit organizations, and consortia of the above. Sec.7205 (a)(3)(H)(iii) permits operators of community based learning centers to conduct vocational and adult education programs. Sec. 7205(a)(3) cites as priorities the development of academic and vocational curricula to meet the needs of Native Hawaiian children and adults as well as family literacy services and "other activities, consistent with the purposes of this part, to meet the needs of educational needs of Native Hawaiian children and adults." Federal Contact: Lynn W. Thomas, Alaska Native & Native Hawaiian Programs, (202) 260-1541, Lynn.Thomas@gov.ed.

- ESEA Part C, Sec.7301, *et seq.*, is **Alaskan Native Education**. Purpose: Recognize the unique educational needs of Alaska Natives. Develop supplemental educational programs to benefit Alaska Natives. Provide direction and guidance to appropriate federal, state, and local agencies to focus resources on meeting the educational needs of Alaska Natives. Sec.7304 (a)(2)(E) makes family literacy services a permissible activity. Sec.7304 (a)(2)(G) does the same for research and data collection activities to determine the educational status and needs of Alaskan Native children and adults. Funding: Part C is appropriated at $24 million for FY 2002. Federal Contact: Lynn W. Thomas, Alaska Native & Native Hawaiian Programs, (202) 260-1541, Lynn.Thomas@ed.gov

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